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ABSTRACT

This 1985 survey of staff attitudes toward external studies at Brisbane College of Advanced Education is a follow-up to a 1984 survey, the results of which were reported to college staff in September 1984. Goals of the 1985 survey were to facilitate the detection of new areas of concern and to assess the degree to which success had been achieved in implementing the recommendations of the earlier report. The questionnaire, which was distributed to 95 academic staff members, asked for general information as well as information on the preparation of teaching materials, the teaching process, and administrative procedures. Results based on 49 returned questionnaires are reported, followed by discussions of the results for individual questions. Key issues requiring attention of appropriate staff and recommended actions for each were outlined. These issues include the following needs: (1) provision of a reasonable time allocation for writing lesson materials; (2) assistance with layout, design, editing, and proofreading of instructional materials; (3) allocation of time for teaching external students; (4) ensuring the availability of resources to external students; (5) review of assessment practices; (6) administrative support of staff visits to external students; (7) improvement and advertisement of support services; (8) provision for the incorporation of modern technologies; and (9) informing staff of the role of the External Studies Advisory Committee. A copy of the questionnaire is appended. (GL)

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STAFF ATTITUDES TO XTERNAL STUDIES

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BRISBANE COLLEGE OF ADVANCED EDUCATION

EXTERNAL STUDIES UNIT.

SURVEY OF STAFF ATTITUDES TO EXTERNAL STUDIES 1985.

ANALYSIS OF RESULTS.

B. Scriven.
March 1986.

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Introduction

The survey described in this paper is essentially a follow-up survey of that carried out in 1984 and described in the report "Staff Attitudes to External Studies" which was prepared and distributed to College staff in September 1984. A period of more than a year elapsed between the two surveys, the second of which was carried out in December 1985, and this period clearly would have provided more time for staff to get used to the new system. It was hoped that this new survey would not only help in the detection of new areas of concern but would reveal the degree to which success had been achieved in implementing the recommendations of the earlier report.

Procedure

1. A questionnaire was developed in consultation with the External Studies Liaison Officers in each campus. The final questionnaire used was, in fact, a modified version of that used in the earlier survey and covered four broad areas:
 - (a) General Information
 - (b) The writing process
 - (c) The teaching process
 - (d) The administrative process
2. The questionnaire was sent to 95 academic staff who had been identified as having had recent involvement in external studies. It was found that most of these staff had also been included in the 1984 survey. Questionnaires were distributed early in December 1985 with a request that they be returned no later than 31 January 1986. Forty nine (49) returns were received by the closing date. No attempt was made to improve the response rate by any follow up.

ResultsSection A.1. General Information.

Distribution/Returns

<u>Campus</u>	<u>No. Distributed</u>	<u>Usable Returns</u>	<u>% Response</u>
Carseldine	17	7	41
Kedron	3	2	67
Kelvin Grove	38	17	45
Mt Gravatt	37	22	59
Not Given	0	1	-
Total	95	49	52

2. Experience of external studies at BCAE.

Preparing external studies material & marking external studies assignments.	43
Preparing external studies material only.	5
Marking external studies assignments only.	0
Not stated	1
Total	49

3. Period of experience with external studies in BCAE.

Less than one year	5
Between one and two years	6
Between two and three years	9
More than three years	28
Not given	1
Total	49

Discussion

Most respondents have had experience at both preparing external studies material and marking external studies assignments. Most have had more than three years of experience of external studies at BCAE.

Section B.

The Writing Process (preparation of teaching material/writing of external notes).

Response Rate (%)

	Certainly <u>agree</u>	Tend to <u>agree</u>	Tend to <u>disagree</u>	Certainly <u>disagree</u>	Don't <u>know</u>	No <u>Reply</u>
1. I have generally been given adequate time allocation for the writing of external notes.	14	33	27	24	0	2
2. I am provided with adequate guidelines to help me prepare external studies material.	20	61	12	4	0	2
3. Cross campus involvement in the writing of external studies notes has improved their quality.	6	8	18	16	41	10
4. Cross campus involvement in the writing of external studies notes should continue to be promoted.	20	22	10	14	25	8
5. I get adequate assistance in carrying out library searches when writing external notes.	22	41	14	14	6	2
6. I get adequate assistance from media services personnel when preparing external studies material.	14	29	10	8	29	10
7. I am provided with adequate help in the layout and design of external notes when such help is sought.	24	33	8	2	27	6
8. I consider general layout and design of external notes to be adequate.	18	53	22	2	4	0
9. Procedures for implementing the requirements of the Copyright Act as it applies to external studies are adequate.	22	49	6	6	14	2
10. The production quality of material sent to external students is adequate.	20	61	14	0	4	0
11. Procedures for the proofreading and editing of external studies notes are adequate.	8	35	37	16	4	0
12. The time line established for the submission of work for typing each semester is suitable.	6	63	14	8	4	4
13. I like preparing external studies material.	20	41	14	20	2	2
14. I feel competent to prepare external studies material.	45	43	6	4	0	2

Twenty two (22) respondents added written comments to their replies to this section. These comments have been incorporated into the discussion of each item below.

Discussion.

- Item 1. 51% of respondents indicated that they were not given adequate time for writing external notes. This is a disappointingly large number and indicates either that heads of departments are unable to allocate the appropriate time to materials preparation or that staff are not able to use their allocated time effectively, or both.

Current guidelines indicate that, as far as possible, a staff member should be allowed 6 hours per week of his/her normal lecturing load to prepare external studies material. This implies that a lecturer should devote approximately 18 hours each week (in the semester before a first offering) to unit preparation.

Whether or not this time allocation is adequate needs to be determined as does the proportion of staff who actually get this allocation.

One respondent commented:

"Time allocations tend to be swallowed up in other duties if the writer isn't given a day of no contact"

and another maintained that:

"My department is so short staffed that no time is given in teaching loads for preparation".

- Item 2. Only 8 respondents appeared to be dissatisfied with the guidelines available. It is possible that these 8 comprise staff new to external studies and have not got, or do not know about, the special publication 'External Studies - Notes for the guidance of staff'.

- Item 3. Not all respondents will have had experience in working with staff on other campuses in the preparation of external studies material yet 35% of respondents consider that such cross campus involvement has not improved quality while only 14% consider that it has.

This would seem to be a fairly serious situation in that it implies that cross campus involvement in unit writing is not proving very satisfactory and needs further investigation. Comments included the following:

"Cross campus is time consuming - too much controversy"

"Cross campus involvement becomes too complicated and time consuming"

"(cross campus)...time consuming in the extreme".

- Item 4. Notwithstanding the above there is fairly strong support (43% of respondents) for the promotion of cross campus involvement in writing external studies material. Unfortunately it is not known which proportion of these have actually had such experience or whether the 24% who disagree with the concept comprise those who have actually had the experience and have become disenchanted with it.

Perhaps the overall feeling is summed up by one respondent who stated:

"I am ideologically committed to the promotion of cross campus studies notes provided other campus representatives are (i) competent in the field and (ii) prepared to pull their weight..."

- Item 5. 63% of respondents indicate satisfaction with the help given in carrying out library searches. This represents a considerable improvement on the 34% who replied in a similar way in the 1984 survey. However some staff still express some degree of dissatisfaction and it would be helpful to learn why this is so. One respondent claimed:
- "No reluctance for my department to assist in financing, but money runs out early".
- Item 6. It would appear that a significant proportion of staff have not used, or have not needed to use, media services personnel to assist them with the preparation of external studies material. Of those who have used the service two thirds seem to be satisfied with the assistance they received.
- Item 7. 57% of respondents expressed general satisfaction with the assistance received in the layout and design of their material. This represents a slight increase on the 52% of respondents in the 1984 survey who felt this way. It is difficult to understand why 13 (or 27% of) respondents "didn't know" whether they got adequate assistance.
- Item 8. The general response to this item is pleasing although the fact that 12 respondents (24%) expressed a degree of dissatisfaction with the general layout and design of external notes would seem to be worthy of further investigation. Certainly there is always room for improvement and ideas as to how improvements might best be achieved without significant increases in costs would be worth seeking.
- As one respondent stated:
- "I'm sure they can be improved but are "adequate" at present. Improvements are likely to be costly."
- Item 9. Respondents expressed general satisfaction with copyright procedures although one respondent suggested:
- "Surely the 'form-filling' procedures for copyright could be covered by clerical staff."
- Item 10. Clearly the majority of staff are satisfied with the quality of material sent to external students although, as one respondent commented:
- "The problem is in defining what criteria we expect of our external notes."
- Item 11. The fact that 53% of respondents expressed some degree of dissatisfaction with proofreading and editing procedures is disturbing. Since the results of the 1984 survey (which gave similar findings) an editor/proofreader has been appointed and has been of great assistance to many staff. Despite the fact that the editor has been introduced to all campuses and her services widely publicised it is possible that some staff are still not aware of this new service or have not been able to use it appropriately. It appears that further work needs to be done in encouraging staff to make use of this new service available through the External Studies Unit.

Two respondents expressed the opinion that editing and typing of notes should be carried out on the campus of the writer and another commented on the advantages of having a typist close by to allow for quick proof-reading and the communication of ideas in quick interviews on the spot.

Item 12,

13,14. The majority of respondents expressed satisfaction with the time line established for submission of work for typing, feel competent to prepare external studies material and like preparing such material. There is, however, a not insignificant number of respondents (17 or 35%) who do not like preparing external studies material. The factors contributing to this dislike are unknown but should be of concern to heads of departments who are responsible for appointing staff to the writing/preparation task. Written comments included:

"Reminders are needed for time line"

"The time line intrudes on normal semester's work and is extremely hard to achieve, but I assume there is little alternative"

"Preparation of external study notes is probably the most frustrating task I am asked to undertake"

"I like it but it is hard work"

In a lengthy general comment relevant to Section B one respondent stated as follows: "members of staff involved in external units should be allowed to specialise in this kind of teaching. When a member of staff has to divide his or her teaching between internal and external students (especially where the preparation of units is concerned) the latter tend to suffer. ...External teaching is very different from internal teaching. Not enough cognisance is taken of this."

Section C.

The Teaching Process (including marking).

Response Rate (%)

	Certainly agree	Tend to agree	Tend to disagree	Certainly disagree	Don't know	No reply
1. I prefer teaching external students to teaching on campus students.	4	10	37	33	2	14
2. I like marking assignments from external students.	8	33	24	22	2	10
3. I am generally given adequate time credit for teaching external students each semester.	12	37	22	20	0	8
4. Resource materials available to external students studying the units with which I am familiar are adequate.	6	47	29	6	6	6
5. I would support the commitment of more college resources to the development of study centres for external students.	31	27	16	12	8	6
6. It is desirable for all assessment items in <u>all</u> units to be graded on 1-7 scale.	16	14	20	29	12	8
7. It is desirable for all assessment items in the <u>same</u> unit to be graded on a 1-7 scale.	20	22	12	29	8	8
8. All or most external units should require a final examination as a part of the assessment of each student.	6	31	12	43	0	8
9. Lecturing staff should use a formal unit evaluation questionnaire.	14	37	22	16	2	8
10. Adequate funds are provided to allow staff to visit external students.	2	2	14	37	35	10
11. I have been provided with adequate assistance to organise teleconferences when such assistance has been sought.	16	22	2	0	41	18
12. The College's support services (e.g. counselling, tutoring, resource) to external students are adequate.	2	16	10	12	51	8
13. The prime responsibility for the organisation of a study school should be with the staff member teaching the unit.	33	33	8	12	6	8
14. Staff teaching externally should endeavour to make greater use of modern technology (i.e. teleconferencing, computers) to improve their contact with students.	29	51	2	4	4	10

Discussion

- Item 1. Although only 7 (14%) respondents indicated a preference for teaching external students to on campus students written comments from some indicated that they liked teaching all students. Perhaps others thought this way and hence "disagreed" with the statement rather than leave a blank.
- Item 2. Respondents were approximately equally divided as regards their liking/disliking the marking of assignments from external students. Some comments revealed that staff disliked marking all assignments!
- Item 3. 24 (49%) respondents claimed to have been given adequate time for teaching external students while 21 (43%) were dissatisfied with their time allocation. Heads of departments should note this item. The current guidelines suggest that a lecturer should be given a time credit of 1 hour for each eleven (11) external students taught each semester. The extent to which this time allocation is adhered to is not known but its adequacy depends on many factors including drop out rate, number, length, and frequency of assignments, the nature of the unit being offered and whether or not there is a study school associated with it. One respondent noted, "This is something that has to be finally decided at the departmental level". However the problem with such a policy is that staff make comparisons and some, at least, think that they are not being fairly treated.
- Item 4. The fact that 17 (35%) respondents were not satisfied with the adequacy of resource materials available to external students is of concern. It is possible that the greatest deficiencies occur in the area of library resources but this needs to be further investigated. In general there have been relatively few complaints from students concerning the availability of resources and every effort has been made to rectify problems as soon as they are brought to the attention of the appropriate staff.
- Item 5. There is good support (57% of respondents) for the commitment of more resources to study centres. This would imply that the college's present commitment to the University of Qld Study Centre network is approved of by the majority of staff and that this commitment could even be extended.
- Items
6,7,8. These items relate to the assessment of students and have always been contentious issues. Opinion is divided as to the grading scale to be used in the one unit (item 7) and whether or not a final examination should be prescribed for all units. A significant number, (24 or 49%) of respondents do not favour the use of the 1-7 scale in the grading of all units. These findings should be of interest to Course Advisory Committees.

Among the comments recorded were the following:

"Disagree with the grading per se"

"Assessment should be in a different form from the final rating"

"No need for standardisation"

and, alternatively,

"Not only should the marking scale be uniform but every assignment should specify the criteria to be satisfied in attaining the various grades on the scale"

One respondent commented that these items, and item 9, were "the purview of academic departments and/or Course Advisory Committees. Their presence in this questionnaire is somewhat surprising".

Item 9. The majority of respondents (25 or 51%) favoured the use of a formal unit evaluation questionnaire. (In practice very few staff evaluate their materials in any systematic or regular manner.)

Item 10. Although 25 (51%) of respondents do not think adequate funds are provided to allow staff to visit external students a total of 22 (45%) did not know whether funds were adequate or did not respond to the item.

Travel funds are certainly limited but there seems to be a need to keep staff better informed of the sums available at any time and how they might best be spent.

Item 11. Many staff do not make use of teleconferences in their external teaching but those who do seem to be satisfied with the assistance they receive in helping to organise them.

One respondent commented as follows: "I would very much wish to use the teleconferencing method but need to find time to come and learn about this wonderful piece of technology".

Item 12. The majority of staff would appear to be unaware of the support services provided by the College to external students. Of those who are aware, 11 (22%) do not consider the services adequate.

In fact this item is difficult to respond to because some services are in effect almost non-existent (e.g. tutoring) for most external students whereas the resource centre service, for example, is very comprehensive. Likewise counselling service is available but it is centrally located in Brisbane and, in practice is very difficult for most external students to use. Academic counselling relevant to enrolment and subject choices is readily available but probably not used as extensively as it should be.

Item 13. 32 (65%) respondents agreed that the prime responsibility for the organisation of a study school rests with teaching staff. It could therefore be assumed that the role of the External Studies Unit is seen as one of administrative assistance and, perhaps, of advice.

Item 14. It is encouraging to learn that 80% of respondents support the idea of making greater use of modern technology to improve contact with students. It would therefore appear to be desirable for the college to implement procedures and plan programs that would actually encourage staff to use new technologies or, at the very least, attempt a variety of different teaching techniques.

Section D.The Administrative Process.

Response Rate (%)

	Certainly <u>agree</u>	Tend to <u>agree</u>	Tend to <u>disagree</u>	Certainly <u>disagree</u>	Don't <u>know</u>	No <u>reply</u>
1. The existing services for the External Studies Unit within the overall college structure	20	51	14	8	4	2
2. The existing role of the External Studies Advisory Committee.	6	29	0	10	51	4
3. The advisory role of Campus External Studies Liaison Officers.	31	35	4	6	22	2
4. The centralisation of services within the External Studies Unit.	12	31	20	22	14	0
5. The time schedule set by the External Studies Unit for the submission of material for typing each semester.	14	59	8	14	0	4
6. The support received in connection with:						
(a) Typing of notes	33	52	4	8	2	0
(b) Preparation of audio visual and other materials.	16	39	4	6	9	6
(c) Editing.	6	39	16	10	16	12
(d) Proofreading.	6	31	20	18	14	10
(e) Mailing of material to students.	35	51	4	2	6	2
(f) Turnaround of assignments.	33	45	2	8	6	6
(g) Granting of extensions.	20	59	8	6	4	2
(h) Keeping students informed.	18	55	4	2	18	2
(i) Communication with lecturers.	14	47	14	10	10	4
7. Support received from the Resource Centre	9	51	6	0	10	4
8. Support received from the College Bookstore.	24	49	2	2	14	8
9. Support received from your Campus External Liaison Officer.	41	31	2	2	18	6
10. Printshop services.	31	49	4	0	14	2

Responses to all items in this section indicate a generally high level of satisfaction with most aspects of the administrative process.

Areas of most concern seem to be:

- . Role of the External Studies Advisory Committee (Item 2)
 - 25 (51%) respondents do not appear to know much about this committee.
- . Centralisation of external studies services (Item 4)
 - 21 (44%) respondents expressed a degree of dissatisfaction with the centralisation of services within the External Studies Unit. (It is significant the 18 of the dissatisfied respondents were from Mt. Gravatt Campus and 3 from Carseldine.)
- . Editing and proofreading (Items 6(c) and 6(d)).
 - 13 (26%) respondents were dissatisfied with editing arrangements and 19 (38%) with proofreading arrangements.
- . Communication with lecturers Item 6(i))
 - 12 (24%) respondents were not satisfied with some aspect(s) of communication between themselves and the External Studies Unit.

Twenty (41%) respondents added written comments at the end of this section. Most comments related to specific items in the section although a few were of a more general nature. Typing, proofreading and liaison offices were the topics referred to most frequently.

Comments such as:

"Liaison officer continues to be a very positive part of the structure" and

"(Advisory role of Liaison Offices) must be strengthened"

and

"Campus liaison officers should have computer terminals, admin assistance, or campus typing/editing executive computer stations as a minimum requirement ..."

are to be contrasted with:

"I have no real help from liaison people - don't see the need for their existence - what are they supposed to do that can't be done by co-ordinator and staff?"

Five comments referred to the need for typing, editing and/or proofreading assistance on each campus:

Thus:

"Typist/editor should be available on the campus"

"Centralisation has been an unfortunate experiment....staff should be as close as possible to the production of material..."

"I liked the placement of typing staff on MG very much"

"I think typing should be proofread for typing and spelling errors before returning to lecturer"

Some staff (if not most!) obviously feel the stress of adhering to time schedules:

"Time schedule should not be automatically inflicted on lecturers"

"(Time schedule) causes anguish and frustration but how else is it to be arranged?"

The procedures currently employed for the granting of extensions certainly appear to concern some staff:

"Requests for extensions should be approved by lecturing staff"

"(Granting of extensions) should be tightened up"

"Extensions have been granted to my students without my knowledge or consent"

Among the more general comments were the following:

"The (External Studies) Unit needs to be recognised more strongly as a significant and growing area of college commitment. (It) needs to develop as a distance education rather than an external studies unit. The unit needs to provide more service to staff in educating them as distance educators.... The unit needs to decentralise being seen as a mode of teaching offered by Teacher Education Schools in the college rather than as a separate unit."

"I am dissatisfied with the level of resources allocated to the External Studies Unit rather than its performance."

"The people concerned with the mailing of assignments to students should be congratulated."

Key Issues

Despite the rather disappointing overall response rate of 52% the survey has served to delineate a number of key issues which need to be addressed by appropriate staff. The key issues and suggestions for how they might be addressed and by whom are listed below.

<u>Issue</u>	<u>Comment/Action</u>
1. Time allocation for writing external notes.	Heads of Departments and Schools need to ensure that a fair time allocation is given to this task and that particular staff do not feel disadvantaged. If acceptable writing time cannot be allocated then perhaps units should be withdrawn.
2. Cross campus involvement in the writing of external studies notes.	Course Advisory Committees, Heads of Schools and Departments should review existing policies and procedures. It may prove more acceptable to allocate the major writing task to the <u>one</u> person or department and use others as commentators.
3. Assistance with layout, design, editing and proofreading.	The Coordinator of External Studies should contact individual staff who are known to be preparing external studies material to advise them of the services available.
4. Time allocation for teaching external students.	Heads of Departments should ensure that staff who teach externally are given a time allocation which staff feel is fair and reasonable. (A guideline that seems to have general acceptance is 1 hour per eleven students.)
5. Resource materials available to external students.	Staff concerned with the Resource Centre service to external students should survey academic staff who teach externally to determine areas in which deficiencies are perceived to occur.
6. Assessment practices.	Course advisory committees should review assessment practices, including grading scales used for assignments, with a view to establishing, and publicising, policies to be applied in the particular courses for which they are responsible.
7. Staff visits to external students.	In each semester, the Coordinator of External Studies should provide information to all staff teaching externally about the funds available to visit external students.
8. Support services.	The External Studies Advisory Committee should consider the support services currently provided for external students with a view to both improving them and to making them more widely known.

9. Modern Technology.

(a) Staff teaching externally should review their teaching practices with a view to ascertaining how, and if, they might be improved by the use of one or more modern technologies.

(b) Heads of Departments and Schools should take positive steps to ensure that teaching staff become familiar with at least some of the modern technologies now available.

10. External Studies Advisory Committee.

The Coordinator of External Studies should ensure that staff are advised of the role and composition of the External Studies Advisory Committee.

11. Centralisation of services .

The Coordinator of External Studies should monitor the effectiveness of services based on the centralisation of typing and clerical staff with a view to determining the degree to which some decentralisation might be justified on economic or educational grounds.

EXTERNAL STUDIES ADVISORY COMMITTEE

SURVEY OF STAFF ATTITUDES TO WRITING TEACHING AND ADMINISTRATION WITHIN EXTERNAL STUDIES

Since the last survey of this nature was carried out in May 1984 there have been significant changes in BCAE and many of these have had an effect on external studies matters. Two completely new external programs have commenced, viz. the Graduate Diploma in Computer Education and the Associate Diploma in Industrial Relations and there is now one B.Ed course instead of three. These changes have led to an increase in the number of academic staff and departments involved in external studies and an increasing need for inter-campus and inter-departmental co-operation and consultation.

There has also been a review of the Academic Structure of the college and this review foreshadowed a review of the administrative structure. Such a review will involve an examination of the role and functions of the External Studies Unit and the External Studies Advisory Committee is keen to find out staff attitudes to the existing situation so that it will be in a better position to make recommendations for changes in the future. It is hoped that your replies to this questionnaire will help us in our task.

To assist you in your responses the following summary of the existing structure may prove useful:

Staffing

- Carseldine: 1 Liaison Academic (Part-time)
*1 Resource Centre Liaison Person (Part-time)
- Kedron Park: 1 Liaison Academic (Part-time)
*1 Resource Centre Liaison Person (Part-time)
- Mt. Gravatt: 1 Liaison Academic (Part-time)
*2 Administrative Assistants (Full-time)
*1 External Library Services Assistant (Full-time)
- Kelvin Grove: 1 Co-ordinator (Full-time)
1 Graduate Clerk (Full-time)
1 Graduate (Editor/Proof Reader)(Full-time)
5 Administrative Assistants (Full-time)
*1 Librarian (Part-time)
*1 External Library Services Assistant (Full-time)
- *members of Resource Centre staff, not the External Studies Unit.
*to be moved to Kelvin Grove in December 1985.

Resources

Typing of external notes and the production of audio-visual software is carried out at Kelvin Grove and Mt. Gravatt campuses.

An External Studies library collection is held in the Kelvin Grove Resource Centre as a separate collection which can be supplemented on demand from any of the other collections. A small collection of materials is also maintained at the Mt. Gravatt Resource Centre for those courses, e.g. Graduate Diploma in Religious Education which are only offered from that campus.

An External Studies Advisory Committee comprising representatives of all those courses offered externally, Student Administration, Resource Centre, Media Services and the Student Union meets to advise the Co-ordinator of External Studies. (One meeting in 1985.)

The Co-ordinator is directly responsible to the Director and is not a member of Council, Academic Board or Boards of Study. The Co-ordinator is a member of the B.Ed management committee and the B.Ed Course Advisory Committee.

Campus Liaison Officers are academics with responsibility for promoting and supporting external studies on each campus, assisting staff who require help with the production of notes, and, when possible, conducting staff development programs. Other activities may include overseeing calls on 24 hour 'phones and ensuring that enquiries reach their destination; responding to enrolment enquiries; hosting visiting external studies academics; providing staff with published guidelines for production; responding to business enquiries; and providing the Co-ordinator with information about local needs.

The four campus external studies officers are linked by electronic mail.

About 18% of our students are enrolled as external students to give approximately 1790 unit enrolments for a WSU count of 440 each semester.

The External Studies Unit is responsible for paying most of the costs (excluding staff salaries) involved with external teaching. These costs include audio and video tapes, slides, maps and kits, printing and mailing.

Please answer only those items or sections in which you have had direct experience.

B. SCHIVEN

For External Studies Advisory Committee.

November, 1985.

SECTION A.

1. Campus on which you are based.

(Circle one)

1. Carseldine
2. Kedron Park
3. Kelvin Grove
4. Mt. Gravatt

2. Experience of external studies at B.C.A.E.

(Circle one)

1. Preparing external studies material and marking external studies assignments.
2. Preparing external studies material only.
3. Marking external studies assignments only.

3. Period of experience with external studies in B.C.A.E.

(Circle one)

1. Less than one year.
2. Between one and two years.
3. Between two and three years.
4. More than three years.

SECTION B. THE WRITING PROCESS (preparation of teaching material/writing of external studies notes).

(Circle one number on each line)

	Certainly Agree	Tend to Agree	Tend to Disagree	Certainly Disagree	Don't know
1. I have generally been given adequate time allocation for the writing of external notes.	1	2	3	4	5
2. I am provided with adequate guidelines to help me prepare external studies material.	1	2	3	4	5
3. Cross campus involvement in the writing of external studies notes has improved their quality.	1	2	3	4	5
4. Cross campus involvement in the writing of external studies notes should continue to be promoted.	1	2	3	4	5
5. I get adequate assistance in carrying out library searches when writing external notes.	1	2	3	4	5
6. I get adequate assistance from media services personnel when preparing external studies material.	1	2	3	4	5
7. I am provided with adequate help in the layout and design of external notes when such help is sought.	1	2	3	4	5
8. I consider general layout and design of external notes to be adequate.	1	2	3	4	5
9. Procedures for implementing the requirements of the Copyright Act as it applies to external studies are adequate.	1	2	3	4	5
10. The production quality of material sent to external students is adequate.	1	2	3	4	5
11. Procedures for the proofreading and editing of external studies notes are adequate.	1	2	3	4	5
12. The time line established for the submission of work for typing each semester is suitable.	1	2	3	4	5
13. I like preparing external studies material.	1	2	3	4	5
14. I feel competent to prepare external studies material.	1	2	3	4	5

General comments on any of the above:

SECTION C. THE TEACHING PROCESS (including marking).

[Circle one number on each line]		Certainly Agree	Tend to Agree	Tend to Disagree	Certainly Disagree	Don't Know
1.	I prefer teaching external students to teaching on campus students.	1	2	3	4	5
2.	I like marking assignments from external students.	1	2	3	4	5
3.	I am generally given adequate time credit for teaching external students each semester.	1	2	3	4	5
4.	Resource materials available to external students studying the units with which I am familiar are adequate.	1	2	3	4	5
5.	I would support the commitment of more college resources to the development of study centres for external students.	1	2	3	4	5
6.	It is desirable for all assessment items in <u>all</u> units to be graded on a 1-7 scale.	1	2	3	4	5
7.	It is desirable for all assessment items in the <u>same</u> unit to be graded on a 1-7 scale.	1	2	3	4	5
8.	All or most external units should require a final examination as a part of the assessment of each student.	1	2	3	4	5
9.	Lecturing staff should use a formal unit evaluation questionnaire.	1	2	3	4	5
10.	Adequate funds are provided to allow staff to visit external students.	1	2	3	4	5
11.	I have been provided with adequate assistance to organise teleconferences when such assistance has been sought.	1	2	3	4	5
12.	The College's support services (e.g. counselling, tutoring, resource) to external students are adequate.	1	2	3	4	5
13.	The prime responsibility for the organisation of a study school should be with the staff member teaching the unit.	1	2	3	4	5
14.	Staff teaching externally should endeavour to make greater use of modern technology (e.g. teleconferencing, computers) to improve their contact with students.	1	2	3	4	5

General comments on any of the above: _____

SECTION D. THE ADMINISTRATIVE PROCESS.

How satisfied are you with the following aspects of the administration of external studies?

(Circle one number on each line)					
	Certainly Satisfied	Tend to be Satisfied	Tend to be Dissatisfied	Certainly Dissatisfied	Don't know
1. The existing services from the External Studies Unit within the overall college structure.	1	2	3	4	5
2. The existing role of the External Studies Advisory Committee.	1	2	3	4	5
3. The advisory role of Campus External Studies Liaison Officers.	1	2	3	4	5
4. The centralisation of services within the External Studies Unit.	1	2	3	4	5
5. The time schedule set by the External Studies Unit for the submission of material for typing each semester.	1	2	3	4	5
6. The support received in connection with:					
(a) Typing of notes.	1	2	3	4	5
(b) Preparation of audio visual and other materials.	1	2	3	4	5
(c) Editing.	1	2	3	4	5
(d) Proofreading.	1	2	3	4	5
(e) Mailing of material to students.	1	2	3	4	5
(f) Turnaround of assignments.	1	2	3	4	5
(g) Granting of extensions.	1	2	3	4	5
(h) Keeping students informed.	1	2	3	4	5
(i) Communication with lecturers.	1	2	3	4	5
7. Support received from the Resource Centre.	1	2	3	4	5
8. Support received from the College Bookstore.	1	2	3	4	5
9. Support received from your Campus External Liaison Officer.	1	2	3	4	5
10. Printshop services.	1	2	3	4	5

General comments on any of the above. (It would be particularly valuable to have your suggestions for improvement in any area in which you express a degree of dissatisfaction.)

Please return your completed questionnaire to:

The Co-ordinator of External Studies,
(Kelvin Grove Campus)

no later than 31 January, 1986.

THANK YOU FOR YOUR CO-OPERATION